2024

AP® French Language and Culture

Sample Student Responses and Scoring Commentary

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Task 4—Cultural Comparison

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Question 4: Cultural Comparison — 5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

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1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Almost no treatment of topic within the context of the task	• Unsuitable treatment of topic within the context of the task	• Suitable treatment of topic within the context of the task	• Generally effective treatment of topic within the context of the task	• Effective treatment of topic within the context of the task
• Presents information only about the target culture or only about the student's own or another community, and may not include examples	• Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development	• Compares the target culture with the student's own or another community, including a few supporting details and examples	• Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples	• Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples
• Demonstrates minimal understanding of the target culture; generally inaccurate	• Demonstrates a limited understanding of the target culture; may include several inaccuracies	• Demonstrates a basic understanding of the target culture, despite inaccuracies	• Demonstrates some understanding of the target culture, despite minor inaccuracies	• Demonstrates understanding of the target culture, despite a few minor inaccuracies
• Little or no organization; absence of transitional elements and cohesive devices	• Limited organization; ineffective use of transitional elements or cohesive devices	• Some organization; limited use of transitional elements or cohesive devices	• Organized presentation; some effective use of transitional elements or cohesive devices	• Organized presentation; effective use of transitional elements or cohesive devices
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the listener	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register	• Use of register is generally inappropriate for the presentation	• Use of register may be inappropriate for the presentation with several shifts	• Generally consistent use of register appropriate for the presentation, except for occasional shifts	• Mostly consistent use of register appropriate for the presentation
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility	• Clarification or self-correction (if present) usually does not improve comprehensibility	• Clarification or self-correction (if present) sometimes improves comprehensibility	• Clarification or self-correction (if present) usually improves comprehensibility	• Clarification or self-correction (if present) improves comprehensibility
		Scoring note: A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student's own or another community.	**Scoring note:** A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student's own or another community.	**Scoring note:** A response that does not explicitly compare cannot earn a score of 5.

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Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "*I don't know*," "*I don't understand*," or equivalent in any language
- Clearly responds to the prompt in English

NR: no response although recording equipment is functioning

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
- The phrase "target culture" can refer to any community, large or small, associated with the target language.

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Question 4

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single holistic score based on how well it accomplished the assigned task. The presentation had to compare an area of the French-speaking world to the student's own or another community, demonstrating an understanding of cultural features of the French-speaking world. Furthermore, the presentation had to be organized clearly.

The course theme for the cultural comparison task was Personal and Public Identities. Students had to respond to the following question: What are some of the roles of cuisine and meals (traditional dishes, family meals or meals with friends, new eating habits, etc.) in a Francophone community that you know? Compare some of the roles of cuisine and meals in this Francophone community and in your community or another community that you know. In your presentation, you can refer to what you have studied, lived, observed, etc.

Sample: 4A
Score: 5

Transcription of Student Response

Donc, le rôle, le rôle de la cuisine et les repas sont très très, euh, c'est très très important dans les communautés d'Algérie et aussi ma communauté d'Inde. Par ex et c'est pour très raisons, trois raisons. Par exemple. Le première, c'est des échanges familial, ah, donc, ah, dans les repas, on participe dans les échanges familial qui peut connecter et lier nous avec notre famille et aussi avec notre histoire collective et ah et nous euh le, le com, le comprendre. Donc, le repas, c'est une temps de, d'apprendre notre culture dans l'Algérie et aussi dans l'Inde et c'est ça. Le deuxième, c'est la valorisation avec les plats, donc on, on a, on apprendre à cuisiner et aussi le respect de cuisine et du tradition sur les plats, avec des plates traditionnels, c'est, c'est très très vrai avec des, des plats traditionnels d'Algérie, par exemple. Et aussi, c'est, ça c'est la cuisine signifie des temps importants, par exemple, dans l'Algérie, le temps de mariages, les naissances, c'est très très important et donc il y a des plats espécial et particulière qui sont cuisinés à ces moments mais et aussi pour l'Inde dans les fêtes on cuisine les plats particulières de souligner les, des temps importants. Et donc, ces trois rôles sont très très importants dans les cultures d'Algérie et l'Inde avec la cuisine.

Commentary

This response demonstrates a strong performance in Presentational Speaking. The response shows an effective treatment of the topic within the context of the task. It clearly compares the target culture with the student's own or another community ("*le rôle de la cuisine et les repas sont très très, euh, c'est très très important dans les communautés d'Algérie et aussi ma communauté d'Inde.*") and includes

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supporting details and relevant examples ("*dans les repas, on participe dans les échanges familial qui peut connecter et lier nous avec notre famille et aussi avec notre histoire collective*"; "*le repas, c'est une temps de, d'apprendre notre culture dans l'Algérie et aussi dans l'Inde*"; "*c'est la valorisation avec les plats, donc on a, on apprendre à cuisiner et aussi le respect de cuisine et du tradition sur les plats*"). The presentation demonstrates understanding of the target culture ("*le rôle de la cuisine*"; "*les échanges familial…connecter et lier nous avec notre famille… notre histoire collective*"; "*la valorisation… le respect de cuisine et du tradition*"; "*dans les fêtes on cuisine les plats particulières de souligner… des temps importants*"). The presentation is organized and uses cohesive devices effectively ("*Trois raisons*"; "*Et aussi*"; "*donc*"). It is also fully understandable with ease and clarity of expression; occasional errors do not impede comprehensibility ("*…et aussi pour l'Inde dans les fêtes on cuisine les plats particulières de souligner les, des temps importants*"). The response includes varied and appropriate vocabulary and idiomatic language ("*naissances*"; "*échanges*"; "*histoire collective*"; "*connecter et lier*"). It demonstrates accuracy and variety in grammar, syntax, and usage with few errors ("*la cuisine signifie des temps importants, par exemple, dans l'Algérie, le temps de mariages, les naissances, c'est très très important et donc il y a des plats espécial et particulière qui sont cuisinés à ces moments*"). Furthermore, there is mostly consistent use of register appropriate for the presentation. Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility ("*qui peut connecter et lier nous avec notre famille euh le, le com … le comprendre*"; "*du tradition sur les plats, avec des plates traditionnels*"). Finally, clarification or self-correction improves comprehensibility ("*Et c'est pour très raisons, trois raisons…* ").

Sample: 4B
Score: 3

Transcription of Student Response

Bonjour je m'appelle [beep], et je veux présenter à vous les différencés et similarités de la cousine and les repaces entré ah la famille et les amices danz ah l'Amérique euh où j'habite et en France. En France, la cuisine traditionale des Français c'est très importante et maiz les familes souvente a un repace uh très longue pour les déjeuners o les petits déjeuners o dîner avec les euh nourritures français traditionnelles et c'est très important pour pour préserver les cultures françeilles. En Amère, en Amérique euh la nourritutre vite est très importante et notre este pour les repaces avec les amis amis uh les plus de multiculturals et l'individuals supportent à les différentes uhm à notre cultural pour euhm dif euhm amiz pour pour la famille. En les deux la nourriture et les repaces avec euhm la famille et lez amiz c'est très importants pour préserver

Commentary

This response demonstrates a fair performance in Presentational Speaking. This presentation demonstrates suitable treatment of the topic within the context of the task. It compares the target culture with the student's own or another community, including a few supporting details and examples ("*En France, la cuisine traditionale des Français c'est très importante et maiz les familes souvente a un repace uh très longue pour les déjeuners o les petits déjeuners o dîner avec les nourritures français traditionnelles et c'est très important pour pour préserver les cultures françeilles*"; "*en Amérique euh la nourritutre vite est très importante et notre este pour les repaces avec les amis amis uh les plus de multiculturals*"). It also demonstrates a basic understanding of the target culture, despite

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inaccuracies (*"En France la cuisine traditionale des Français c'est très importante et maiz les familes souvente en un repace uh très longue pour les déjeuners o les petits déjeuners o dîner avec les nourritures français traditionnelles et c'est très important pour pour préserver les cultures*"). The response shows limited use of transitional elements and cohesive devices. It is generally understandable, with errors that may impede comprehensibility ("*les repaces entré la famille et les amices*"; "*les plus de multiculturals et individuals supportent à les différentes uhm à notre cultural pour euhm dif euhm amiz pour pour la famille*"*).* Furthermore, the response contains appropriate but basic vocabulary and idiomatic language ("*où j'habite*"; "*les déjeuners o les petits déjeuners o dîner*"; "*c'est très important*"; "*pour la famille*"*).* It shows some control of grammar, syntax, and usage (*"je veux présenter*"; "*c'est très important pour pour préserver les cultures*"*).* Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility ("*cousine*"; "*repaces*"; "*les plus de multiculturals*"; "*individuals supportent*"*).* Finally, self-correction sometimes improves comprehensibility ("*En Amère, en Amérique*").

Sample: 4C
Score: 1

Transcription of Student Response
Ehme, bonjour. Euhm, Mon communanix êtes différente qu'il France, qui eh, une française communaut parce que pour le petite déjeuner, eh, mon mangé . . eh mon mange . . mon mangé différente, euhm, cuisine, qué, Franssse communattes. Laisse France commun . . Laisse France communaut, euhm . . pour les petits déjeuners manger, euhm, croissant cone des jeux oranges . . ehme, êtes moi n'aime pas mangé les croissans . . Lésse . .

Commentary
This response demonstrates a poor performance in Presentational Speaking. The response displays almost no treatment of the topic within the context of the task ("*française communaut parce que pour le petite déjeuner*"). It presents information only about the target culture or only about the student's own or another community and may not include examples: While two communities are mentioned ("*Mon communanix êtes differente qu'il France*"), it is not clear if both are being presented; examples are only about France. It demonstrates a minimal understanding of the target culture and is generally inaccurate ("*petits déjeuners manger, euhm, croissant cone des jeux oranges . .*"). The response contains very little organization and contains no transitional elements or cohesive devices. Furthermore, it is barely understandable, with frequent or significant errors that impede comprehensibility ("*êtes moi n'aime pas mangé les croissans*"). It uses very few vocabulary resources ("*petit déjeuner*"; "*manger")* and contains little or no control of grammar, syntax, and usage ("*Mon communanix êtes différente qu'il France*"; "*mon mangé*"). Finally, pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility ("*cuisine, qué, Franssse communautte*s"; "*Laisse France communaut, euhm . . pour les petits déjeuners manger*").

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